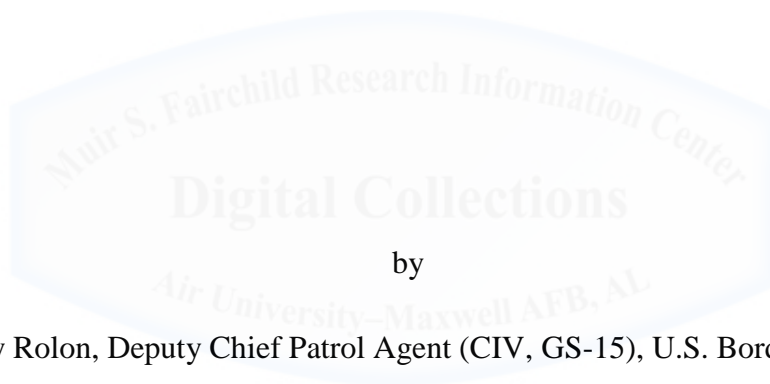


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CHANGING NAPOLEONIC LEADERSHIP IN THE DEPARTMENT  
OF HOMELAND SECURITY: THE IDENTIFICATION OF TOXIC  
LEADERSHIP BEHAVIORS AND HOW TO FACILITATE CHANGE  
TO THOSE BEHAVIORS



by

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A Research Report Submitted to the Faculty

In Partial Fulfillment of the Graduation Requirements

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## **DISCLAIMER**

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## **Biography**

Deputy Chief Patrol Agent Henry Rolon is assigned to the Air War College, Air University, Maxwell AFB, AL. Deputy Chief Rolon (GS-15) has twenty-seven years of law enforcement experience in multi-disciplinary fields. Before joining the United States Border Patrol (1996-present), Deputy Chief Rolon served as a senior correctional officer in the United States Federal Bureau of Prisons (1994-1996), and as a US Marine and military policeman in the United States Marine Corps (1988-1994). His previous US Customs and Border Protection (CBP) senior leadership assignments include acting deputy chief of staff to the commissioner of CBP, acting assistant commissioner, acting deputy assistant commissioner, acting chief patrol agent, deputy chief patrol agent, acting senior associate chief/director of Operation Jumpstart, assistant chief, and patrol agent in charge. Deputy Chief Rolon has served on the Southern border, Northern border and Washington, DC headquarters.

## **Abstract**

This Professional Studies Paper (PSP) is written from available literature on toxic leadership and negative workforce behaviors, and how it correlates to practices within the US Department of Homeland Security (DHS) and US Customs and Border Protection (CBP). Additionally, I studied CBP's training data related to emotional intelligence and provided recommendations for improved training requirements. I use Napoleon as a key example of toxic leader behaviors because he was universally known as a leader who, some would argue, lacked emotional intelligence. I also use Napoleon to illustrate that lack of emotional intelligence is an issue that has plagued leaders for centuries. One could argue that Napoleon's success was due to his military strategy, self-confidence, and drive. Some historians, such as Owen Connelly, argues that Napoleon "blundered" his way to the top.<sup>1</sup> Although it is true that Napoleon had drive, his success could have been due to another psychological motivator known as narcissism. Napoleon's lack of self-management or control over his mental state led to his inability to consistently implement a grand strategy while considering its ends, ways, means, and risks.<sup>2</sup> A leader like Napoleon will be ineffective if he/she cannot accomplish their stated ends (i.e., objectives, strategy or grand strategy). In fact, I propose that the mental stability of a leader greatly affects their ability to implement strategy. I conclude this paper with five recommendations that I will submit to the CBP Office of Training and Development (OTD) for consideration. The first recommendation involves adding emotional intelligence training to all of CBP's supervisory training. The second recommendation proposes adding active listening training to supervisory training. The third recommendation suggests using 360 feedback data for self-awareness immediately after departing from a supervisory position and six months to one year after assuming a new position. The fourth recommendation argues for a field-training course

similar to how public affairs training is conducted.<sup>3</sup> Course curriculum would include emotional intelligence, active listening and negotiations training. The negotiations training would complement emotional intelligence training because working with people and analyzing and addressing challenging situations is a requirement for strategic leadership. When discussing social capacity, Browning notes that leaders must have the ability to influence, persuade and negotiate effectively.<sup>4</sup> Finally, the fifth recommendation is to consider including CBP's National Clinical Director (Ph.D.) in development discussions and training recommendations. This subject matter expert can lend valuable insight to future EI training discussions and considerations.

## **Introduction**

Surprisingly, there is still a percentage of leaders that do not like to discuss or train in competencies that are considered “soft skills.”<sup>5</sup> These leaders have a belief that emotional intelligence is for others to learn, or worse yet, that they don't need the training because they don't have a problem. This pessimistic view is detrimental to the power of self-improvement. These types of negative reactions can be toxic for junior leaders that may be learning these ineffective and counterproductive habits from their senior “mentors.” Additionally, when the subject of emotional intelligence is brought up, some leaders take a “machismo” attitude towards it, in an attempt to discount, ignore, or minimize the power of emotional intelligence and negatively influence others.<sup>6</sup> I have personally experienced this response, and it usually comes from “leaders” that need it most. I have also experienced, from both genders, the common sentiment that most training related to psychology is a waste of time. However, if a person is going to succeed as a leader, they must accept that leadership is a people business. Leadership involves human emotions and requires lots of communication. The reluctance for self-improvement, turning “knowledge into behavior,” can best be compared to the diet and exercise

industry.<sup>7</sup> As humans, we know that a healthy diet and exercise is something that we should do for longevity and quality of life.<sup>8</sup> Yet globally, billions of dollars are spent on acquiring knowledge that we already know such as *eat healthy and exercise*— all with the goal of changing our behavior.<sup>9</sup> The same applies to successful leadership. Every leader or potential leader should know that the basic recipe to succeed as a leader is building trust and effective communication (i.e. soft skills). However, billions of dollars are spent in training leaders all the while minimizing the basic recipe. Worst yet, the helpful training is ignored or inaccurately dismissed by students as “soft skills” that are not necessary to succeed. A true leader must first analyze their abilities and take the first step of admitting that they have gaps that need improvement. “If you want to lead others to change, you must first be open to change yourself.”<sup>10</sup> In this study, I propose that exhibiting a lack of emotional intelligence and toxic leader behaviors will negatively affect your ability to build trust and implement strategy. “...at worst, a toxic leader devastates the esprit de corps, discipline, initiative, drive, and willing service of subordinates and the units they comprise.”<sup>11</sup> This translates into an atmosphere that stymies creativity and openness. Thus, personnel will not feel comfortable providing their ideas, opinions and suggestions. The development of a strategy must have full creative input and participation from all participants assigned to the task, or it is destined to fail. The US military refers to creative input as “operational art.”<sup>12</sup> This skill is described as “...the creative thinking used to design strategies, campaigns, and major operations and to organize and employ military force, allows commanders to better understand the challenges facing them and to conceptualize an approach for achieving their strategic objectives.”<sup>13</sup>

Lastly, I propose five recommendations that will be useful to the US Department of Homeland Security; US Customs and Border Protection’s Office of Training and Development

(OTD), by including psychology professionals to assist with the development of training and identification of key tools to help leaders identify and address emotional intelligence gaps, while improving listening and negotiation skills via formal training.

## **Thesis**

I propose that the emotional intelligence of a leader is one of the most important characteristics of leadership. Without mental stability, a leader greatly affects their ability to implement strategy. Through self-awareness and training, junior and senior leaders within US Customs and Border Protection can learn to perceive, understand, and manage their emotions.<sup>14</sup> Once leaders learn to identify behaviors that they may be unwittingly employing, positive change can begin to take place. Leaders must realize that toxic behaviors such as narcissism will negatively affect the mission (i.e., strategic implementation), personal and professional relations, future career opportunities and the morale of the overall workforce.

### **What is Emotional Intelligence, Narcissism, and Confidence?**

Within the literature, there are many different models of emotional intelligence (EI). However, before discussing several of them, I will define EI. A basic definition is: “The ability to perceive and express emotions, understand and reason with emotion, and regulate emotion in self and others.”<sup>15</sup> Simply, emotional intelligence is how well leaders handle themselves and their relationships.<sup>16</sup> According to Goleman, Boyatzis, and McKee, the four emotional intelligence domains are self-awareness, self-management, social-awareness, and relationship management. These four domains are divided into personal and social competence.<sup>17</sup> When a person displays an inability to manage their “self-centered or egotistical behavior,” they will likely meet criteria for a mental health disorder.<sup>18</sup> The American Psychiatric Association defines narcissism as:

A pervasive pattern of grandiosity (in fantasy or behavior), need for admiration, and lack of empathy, beginning by early adulthood and present in a variety of contexts, as indicated by five (or more) of the following: (1) Has a grandiose sense of self-importance (e.g., exaggerates achievements and talents, expects to be recognized as superior without commensurate achievements); (2) Is preoccupied with fantasies of unlimited success, power, brilliance, beauty, or ideal love; (3) Believes that he or she is “special” and unique and can only be understood by, or should associate with, other special or high-status people (or institutions); (4) Requires excessive admiration; (5) Has a sense of entitlement, i.e., unreasonable expectations of especially favorable treatment or automatic compliance with his or her expectations; (6) Is interpersonally exploitative, (i.e., takes advantage of others to achieve his or her own ends); (7) Lacks empathy: is unwilling to recognize or identify with the feelings and needs of others; (8) Is often envious of others or believes that others are envious of him or her; (9) Shows arrogant, haughty behaviors or attitudes.<sup>19</sup>

When a leader lacks the ability to self-regulate emotions, his/her actions may show signs of narcissism. In contrast, confidence is defined as: “A feeling or consciousness of one’s power or reliance on one’s circumstances...the quality or state of being certain...faith or belief that one will act in the right, proper, or effective way...”<sup>20</sup> In other words, confidence in yourself and confidence that others believe in your integrity and abilities.<sup>21</sup> “Simply put, high trust means increased *confidence*. The opposite of trust—distrust—is *suspicion*.”<sup>22</sup> Therefore, a leader who is skilled at controlling narcissism will likely be viewed as a confident leader. The challenge for such a leader will be building and sustaining trust within relationships.<sup>23</sup>

### **Models of Emotional Intelligence**

Although there are several models of emotional intelligence, some are “...most commonly recognized and mentioned (each with different approaches to measurement).”<sup>24</sup> First is the *personality-based model* by Dr. Reuven Bar. This theory focuses on five skills and abilities developed from the Emotional Quotient Inventory (EQ-i).<sup>25</sup> According to Dr. Bar, “Emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand



others and relate with them, and cope with daily demands.”<sup>26</sup> The next model is the *competency-based model*. It was developed by Dr. Daniel Goldman and Richard Boyatis. This model has four areas of emotional intelligence competencies. The four areas are self-awareness, self-management, social-awareness, and social-relationship management.<sup>27</sup> Next, the *mental ability model* developed by professors Jack Meyer and Peter Salovey. Their model is based on the 2008 *American Psychologist* article “Emotional Intelligence: New Ability or Eclectic traits?”<sup>28</sup> It also has four branches which are “...ability to perceive emotions, ability to use emotions for thought, ability to understand emotions, and ability to manage emotions in self and others.”<sup>29</sup> Finally, the *trait-based model* is “...a newer generation approach sometimes called trait EI, and represents a mixed model of various personality traits, competencies, and abilities. Based on K.V. Petrides, Ria Pita, and Flora Kokkinaki's 2007 *British Journal of Psychology* article, "The Location of Trait Emotional Intelligence in Personality Factor Space," this model is thought to include four aspects: sociability, self-control, well-being, and emotionality.”<sup>30</sup>

**Table 1. Models of Emotional Intelligence<sup>31</sup>**

Personality-based Model	Competency-based Model	Mental Ability Model	Trait-based Model
<b>Intrapersonal</b>	<b>Self-Awareness</b>	Appraisal and Expression of Emotion	Adaptability
Self-Regard	Emotional Self-Awareness	Self	Assertiveness
Emotional Awareness	Accurate Self-Assessment	Verbal	Emotion Perception (self/others)
Assertiveness	Self-Confidence	Nonverbal	Emotion Expression
Independence			Emotion Management (others)
Self-Actualization	<b>Self-Management</b>	Other	Emotion Regulation
	Emotional Self-Control	Non-verbal Perception	Impulsiveness (low)
<b>Interpersonal</b>	Transparency	Empathy	Relationships
Empathy	Adaptability		Self-Esteem
Social Responsibility	Achievement Orientation	<b>Regulation of Emotion</b>	Self-Motivation
Interpersonal Relationship	Initiative	In Self	Social Awareness
	Optimism	In Other	Stress Management
<b>Stress Management</b>			Trait Empathy
Stress Tolerance	<b>Social Awareness</b>	<b>Utilization of Emotion</b>	Trait Happiness
Impulse Control	Empathy	Flexible Planning	Trait Optimism
	Organizational Awareness	Creative Thinking	
<b>Adaptability</b>	Service	Redirected Attention	
Reality-Testing		Motivation	
Flexibility	<b>Social Skill</b>		
Problem-Solving	Inspirational Leadership		
	Influence		
<b>General Mood</b>	Developing Others		
Optimism	Communication		
Happiness	Change Catalyst		
	Conflict Management		
	Building Bonds		
	Teamwork and Collaboration		

As illustrated above, many of the models have similar traits, competencies and abilities. By contrast, the *competency-based model* includes three key capabilities included in personal and social competence that are not included in the other three models. These key capabilities are *transparency* (i.e., integrity and trustworthiness), *inspirational leadership* (i.e., compelling vision), and *teamwork and collaboration*.<sup>32</sup> Browning states “...in their seminal book *Primal Leadership*, Daniel Goleman, Richard Boyatzis, and Annie McKee incorporated intrapersonal and interpersonal skills within a model that has come to define “emotional intelligence.”<sup>33</sup> My research supports Browning’s statement, and I argue that the *competency-based model* is a complete model that is easily understood by the layman audience.

## Measuring Emotional Intelligence

According to Kenneth M. Novak, Emotional intelligence can be measured.<sup>34</sup> The psychological community and private sector companies offer many different measuring tools to

assess a person's emotional intelligence. It is important to remember that there is no "silver bullet" when it comes to measuring emotional intelligence, and all results should be reviewed and discussed with a psychologist or other trained professional to avoid misinterpretation. There are four main approaches to testing: Self-report, 360-degree feedback, Personality-style, and Ability-based measures. Some of these test results overlap but the majority do not. The most popular ability-based test seems to be the Mayer-Salovey-Caruso Emotional Intelligence Test or MSCEIT.<sup>35</sup>

The primary goal should be to receive external feedback to aid in self-reflection and understanding of strengths and gaps that need addressing. CBP offers a 360-degree feedback to Customs and Border Protection Leadership Institute (CBP-LI) participants. There are other opportunities for CBP supervisory employees to receive similar feedback, but they are not consistent and regular.

### **Is Narcissism a Bad Thing?**

There is much debate as to whether narcissism is a bad thing in leadership or if it is a good thing. One theory to support the latter describes successful people as having a "driver," that continues to propel individuals through the workforce "maze" and climb the "ladder" of success. Some may categorize narcissistic traits as having a strong drive or motivation. Looking back at history, leaders such as Napoleon typically displayed signs of narcissism.<sup>36</sup> The main question is, if narcissism is a main ingredient of leadership, when is it toxic? The answer is when narcissism is no longer "productive narcissism."<sup>37</sup> To put it another way, according to Michael Maccoby, there are "inevitable cons" to being a narcissist, but there are also some "incredible pros."<sup>38</sup> Maccoby argues that sometimes narcissistic leaders take risks and accomplish great things and can charm the masses who follow them.<sup>39</sup> These outcomes can reinforce narcissistic behaviors in

leaders. However, for many of them, these behaviors can quickly get out of control. Therefore, leaders must have control of their emotional intelligence to lead effectively. Without it, the most brilliant leaders will fail to consistently implement a sound strategy, much as Napoleon did.

### **Napoleon's Leadership: An Example**

Napoleon is a good historical example of a successful leader that lacked emotional intelligence. His behavior has been well documented throughout history.<sup>40</sup> Napoleon's decision-making led to many successes; however, due to his upbringing, he developed an unquenchable thirst for power and public acceptance. These faults ultimately led to his demise by overpowering his personality and decision-making abilities. These personality traits motivated him to attempt to continually gain power. Thus, while occupying one position, he seemed to have his eye on the next promotion. Does this sound like you or someone you know? The paramilitary law enforcement field hires and trains people that must be decisive and assertive in emergency situations. They must display self-confidence and self-control when handling emergencies. However, it also attracts people that seek positional power. To Napoleon, power was a drug, and his actions indicate that he was addicted to it. This addiction led to poor decision-making, high risk-taking behaviors, and an unfulfilled self-worth. Evidence of Napoleon's Narcissism was displayed in his decisions and statements.<sup>41</sup>

Over the course of the 1814 campaign, Napoleon's narcissism did not allow him to clearly see all of the components of strategy. According to Brice, "Napoleon could imagine only one situation, that in which he was the master, and only one satisfaction, that of being blindly obeyed."<sup>42</sup> Napoleon's failure was his inability to recognize his emotional deficiencies and course correct to overcome strategic failures. On the other hand, he may not have had the drive to make it to the top without narcissism "pushing" him.

## **Toxic Leadership in the US Military**

A study by the US Army reported that 80 percent of the officers and non-commissioned officers polled had observed toxic leadership.<sup>43</sup> For a narcissist, choosing military action over diplomacy seems logical because there is more control, immediate reward of admiration, and a sense of entitlement.<sup>44</sup> There is also a difference between a narcissistic leader and a toxic leader. The toxic leader is like a cancer that demoralizes and degrades all who are unfortunate enough to be around that leader. The narcissistic leader is still toxic, but it may take longer to get them removed because the outbursts are not daily. It usually takes an issue or a specific statement or behavior, which the narcissist perceives as threatening to “trigger” an outburst.

## **US Department of Homeland Security and US Customs and Border Protection**

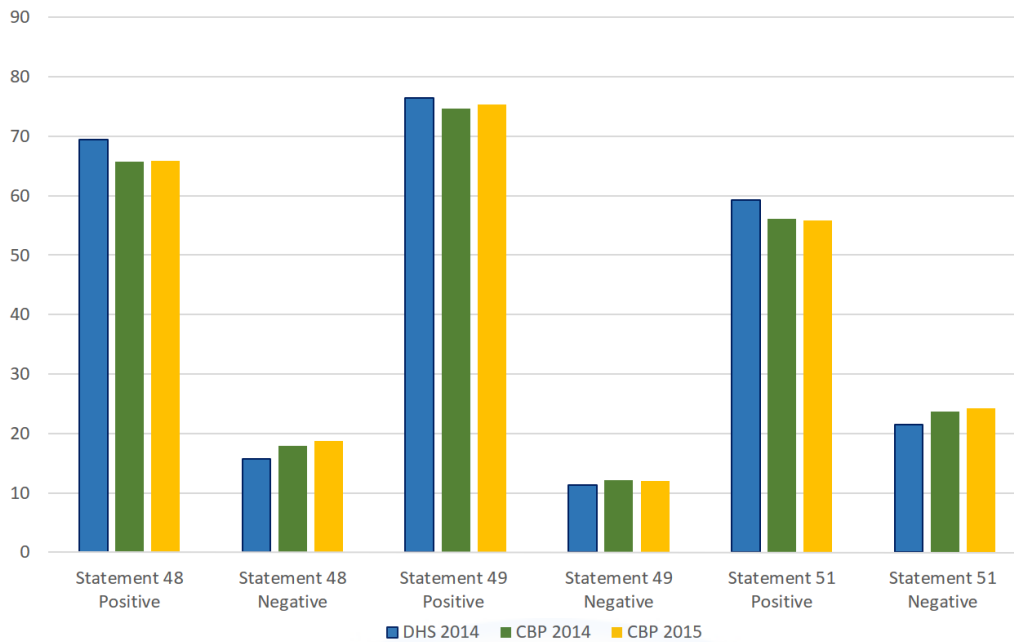
The Department of Homeland Security (DHS) employs 240,000 employees and has “...five homeland security missions: prevent terrorism and enhancing security; secure and manage our borders; enforce and administer our immigration laws; safeguard and secure cyberspace; ensure resilience to disasters.”<sup>45</sup> One of the branches of DHS is US Customs and Border Protection (CBP), which employs 60,000 employees. “...CBP is one of the world’s largest law enforcement organizations and is charged with keeping terrorists and their weapons out of the US while facilitating travel and trade.”<sup>46</sup>

DHS conducts a yearly survey titled the Federal Employee Viewpoint Survey.<sup>47</sup> “The Federal Employee Viewpoint Survey (FEVS) is a tool that measures employee’s perceptions, and to what extent, conditions characterizing successful organizations are present in their agencies. Survey results provide valuable insight into the challenges agency leaders face in ensuring the Federal Government has an effective civilian workforce and how well they are responding.”<sup>48</sup> When taking the survey, employees may answer the questions with the following five options:

“strongly agree, agree, neither agree nor disagree, disagree, and strongly disagree.”<sup>49</sup> In 2014, of 240,000 employees in DHS, a total number of 41,157 (17.15%) responded to the survey. The results of CBP’s 2014 FEVS reveals that 12,447 (20.75%) employees completed the survey. The small percentage of employees taking the survey must be taken into account when considering the final results. The low number of participants is not due to a lack of effort on behalf of management. It is more due to the employee’s choice to not participate in the survey. On a yearly basis, CBP delivers a communication campaign that informs employees of the FEVS and leaders within the organization beginning with the Commissioner encourage voluntary participation.

The FEVS statements remain the same every year to maintain consistency and to a conduct comparative analysis with previous years. There are several statements on the survey that relate to the emotional intelligence and trust of a leader. FEVS statement number 48 states: “My supervisor listens to what I have to say.”<sup>50</sup> Statement number 49 states: “My supervisor treats me with respect.”<sup>51</sup> Lastly, statement number 51 states: “I have trust and confidence in my supervisor.”<sup>52</sup>

**Table 2. DHS and CBP Positive and Negative Comparison (DHS 2014, CBP 2014-2015)<sup>53</sup>**



Of note is the fact that the negative responses are slightly increasing (+1%). I argue that the negative responses to the emotional intelligence questions will continue to rise unless DHS and CBP focus on corrective actions that target all levels of supervision. CBP has made a positive effort with programs such as the Customs and Border Protection Leadership Institute (CBP-LI) training aimed at GS-15 leaders. However, if supervisors are left unattended as an entire group, the negative results will not show improvement or worse yet, continue to decline. The data below supports the claim that without a strategic and targeted approach, the future emotional intelligence feedback of CBP leaders will show negligible improvements.

**Table 3. 2015 CBP Federal Employee Viewpoint Survey Comparative Analysis (2006-2014).**<sup>54</sup>

CBP Human Capital Survey Results - Comparative Analysis By HCAAF Indices (2006-2014)												
Note: Asterisk denotes slight rewording of the item since 2006 survey.												
2014	Question	CBP 2006	CBP 2007	CBP 2008	CBP 2009	CBP 2010	CBP 2011	CBP 2012	CBP 2013	CBP 2014	Change 2013 to 2014	2013 v. 2014
Leadership and Knowledge Management												
51	I have trust and confidence in my supervisor.	56%	55%	58%	62%	68%	66%	63%	59%	56%	-3%	↔

Blue arrows (↔) indicate that the item's results changed by less 5%.

After the survey results are published, CBP's Commissioner R. Gil Kerlikowske delivered a message announcing the results and communicating his yearly focus. This past year (2015), Commissioner Kerlikowske announced: "This year, our FEVS results show that while there has been some progress in some areas, more work needs to be done."<sup>55</sup> CBP's 2015 focus was increased for *Job Recognition, Career Development, and Pay and Compensation*.<sup>56</sup> The 2015 focus is geared towards improving CBP's employee morale, but it will not address emotional intelligence related issues. As the commissioner stated, more work needs to be done. I recommend that CBP's focus for next year include emotional intelligence related training for its leaders.

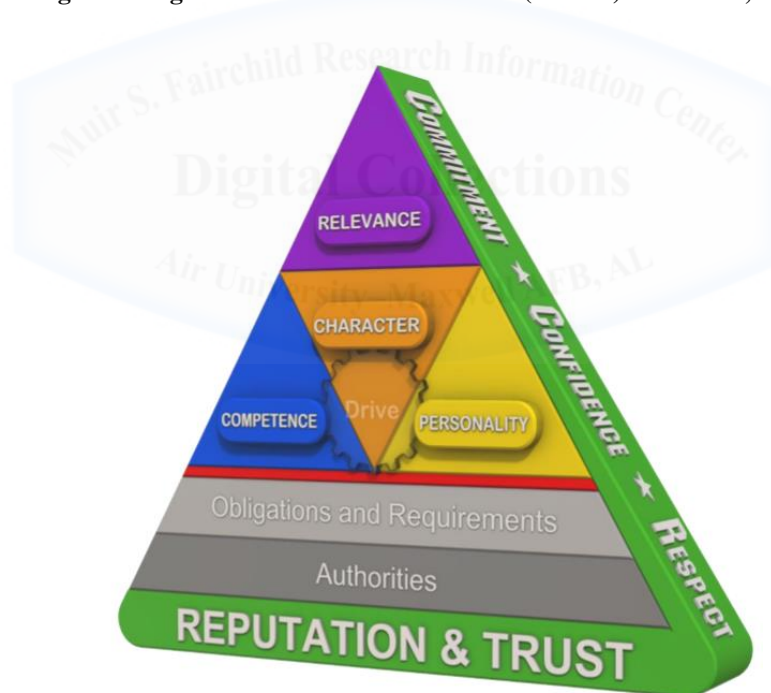
### Trust and Persuasion

Emotional intelligence is important because, without it, a leader cannot build trust and attain strategic objectives. Without trust, a leader will gain very little. Browning notes that Vice Admiral Ann Rondeau stated "I think that trust is essential, and I must tell you that...if you don't have trust and if you don't have passion, I think you have difficulties in doing anything else. Of the social skills, you must have trust and passion—everything else follows."<sup>57</sup> This statement is consistent with leadership literature discussing the importance of trust. For example, Stephen R. Covey characterizes trust as the "one thing that changes everything."<sup>58</sup> Covey's model focuses on improving businesses. However, the theory of no trust equals slow progress still applies to a



non-business environment. Covey implies that with trust, much is possible, but without it, the speed of attaining objectives slows down and possibly stops. It is also important to note that Covey believes "...it is possible not only to build trust but also to restore it."<sup>59</sup> At the Air War College, Professor Gene Kamena designed the Right to Lead Assessment Model (RLAM). It is a model that provides a framework that must be used holistically. Kamena's model lists the three levels of trust as "...respect, confidence and commitment."<sup>60</sup> Kamena posits that trust is "...essential for leadership to exists, difficult to measure, takes time to establish, and is extremely fragile."<sup>61</sup> Kamena's model is beneficial because it illustrates the importance of reputation and trust.

**Figure 1. Right to Lead Assessment Model (RLAM) ©Kamena, 2012 <sup>62</sup>**



Without emotional intelligence, a leader cannot inspire trust, and without trust, a leader will fail at implementing a strategic plan and achieving the desired end state (i.e., ends).<sup>63</sup>

**Is Change Possible?**

Can an adult leader that is toxic and not emotionally intelligent, change? The answer is a resounding, yes! “Decades of research on the effects of psychotherapy...self-help programs...cognitive behavior therapy...training programs... and education...have shown that people can change their behavior, moods, and self-image.”<sup>64</sup> “A series of longitudinal studies underway at the Weatherhead School of Management of Case Western Reserve University have shown that people can change on the complex set of competencies that distinguish outstanding performers in management and professions. In contrast to the honeymoon effect of most training, education and development programs, the behavioral improvements did not fade away after three weeks or three months. They lasted for years.”<sup>65</sup> The most important trait to have is the willingness and desire to learn the new behavior.<sup>66</sup> If the personal desire is not present, even under threat or coercion, a person will revert to their original behavior if it is not something that they want to learn.<sup>67</sup>

### **Emotional Intelligence Training at U.S. Customs and Border Protection**

Within US Customs and Border Protection (CBP), the Office of Training and Development is responsible for training over 60,000 employees. The office is led by a Senior Executive Service (SES) assistant commissioner who has direct access to the commissioner of CBP. In completing my emotional intelligence training analysis, my initial goal was to review all of the training that is provided by CBP to its GS-13 through GS-15 supervisory corps (e.g., first-line supervisor to Chief Patrol Agent). Other than the SES cadre, this research covers all primary supervisory training for the organization. Most of the leadership training provided to SESs is provided by outside agencies. SES personnel also benefit from participating as mentors in one of the GS-15 training courses (i.e., CBP-Leadership Institute). OTD is currently researching additional training opportunities for SES personnel. CBP currently offers four

primary leadership development training opportunities for supervisory personnel. Those training courses are *Supervisory Leadership Training (SLT)*, *Technical Training Course (TTC)*, *Second Level Command Preparation (SLCP)*, and *CBP Leadership Institute (CBP-LI)*.<sup>68</sup>

### **Supervisory Leadership Training (SLT)**

“The purpose of the Supervisory Leadership Training (SLT) program is to provide training on leadership concepts to supervisors who have been on the job as a supervisor for less than a year. The SLT program is designed to provide basic knowledge, practical skills, and tools needed to successfully manage supervisory responsibilities and challenges to newly appointed supervisors. The goal of SLT is to provide to new CBP supervisors a foundation on which to build future leadership development activities.”<sup>69</sup>

Comments made during the 2014-2015 external CBP course review highlighted several SLT emotional intelligence related issues such as an assessment instrument designed to enhance self-awareness.”<sup>70</sup> In fact, I argue that a 360-degree assessment should be offered after the supervisor has been in the new position for six months to a year. This early feedback will contribute to early self-awareness.

### **Technical Training Course (TTC)**

The Technical Training Course (TTC) “...builds on previous training and experience to accelerate the transition from field officer or agent to supervisor. The curriculum focuses on the skills supervisors need to apply operational operation-specific technical command policies, procedures, and decision-making processes, enabling more effective use of resources.”<sup>71</sup> The focus of this course is “technical” and scored favorably in student evaluations.<sup>72</sup> Regardless, I posit that emotional intelligence training should be a career-long focus. Thus, emotional intelligence related training and discussions should be included in the TTC.

## **Second-Level Command Preparation (SLCP)**

The Second-Level Command Preparation “SLCP is a mandatory program for all newly promoted second line supervisors (manager). SLCP focuses on advanced skills, including leading groups and organizations, solving complex problems, and strategic thinking and planning. The curriculum stresses leadership, ethical decision-making, and critical (strategic) thinking skills while employing a blended delivery approach of distance and residential instruction. The overall objective of the second level program is to shape an organizational strategy into operational achievement.”<sup>73</sup> Of interest is that some of the feedback indicates an interest in increased people skills. One student from the SLCP course noted, “Shift to transformational content that focuses on...managing people”<sup>74</sup> Additionally, there was interest in self-assessments. One student noted, “Should include multiple assessments, including a 360-degree assessment to allow for more timely correction of potential career stallers and derailers.”<sup>75</sup> To put it bluntly, that is what my research has uncovered. If leaders are not willing to embrace the idea that emotional intelligence matters, their career will stall, possibly derail and worst yet, they will negatively affect the workforce.

## **CBP Leadership Institute (CBP-LI).**

The CBP Office of Training and Development (OTD) CBP Leadership Institute (CBP-LI) training targets senior GS-15 leaders within CBP. Of the three training courses, CBP-LI is the only training that touches on emotional intelligence related training such as “Building Trust to Drive Results.”<sup>76</sup> A 360 self-assessment is also available with several one-on-one meeting with an outside professional coach to discuss the results. The course is delivered by the University of Maryland, Robert H. Smith School of Business. I completed this course in 2015 and can attest to

the high quality of the instruction. However, I argue that additional government and military case study discussions, SES mentor experiences and EI coursework can improve the program.

### **Recommendations**

CBP OTD has taken significant steps in reviewing their programs and ordering an external review to improve supervisory training. However, I posit that if emotional intelligence training is not addressed in a meaningful manner, tangible benefits from new training will not be maximized. The following are my recommendations:

- **First Recommendation:** Add emotional intelligence training to all of CBP OTD's supervisory training. As discussed in my research, the value and benefits outweigh the time added to the curriculum.
- **Second Recommendation:** Add active listening training to supervisory training. As a trained US Border Patrol Peer Support member, I understand the value of using active listening. Active listening is a skill that must be taught to leaders because untrained leaders tend to "jump in" and "solve" the challenge instead of becoming an active listener who helps the person work out the issues and develop a solution to the problem.
- **Third Recommendation:** The third recommendation suggests using 360 feedbacks for self-awareness immediately after departing from a supervisory position and six months to one year after assuming a new position. Additionally, make available personality testing for self-awareness as part of the 360 feedback. This recommendation is consistent with CBP's external review findings.<sup>77</sup>
- **Fourth Recommendation:** Develop a course for the field and administer the training similar to how public affairs training is conducted. Course content will include EI,

active listening and negotiations training. The negotiations training will compliment EI training. I posit that the focus, manner, and frequency of public affairs training can be used as a model for EI training. A field course will be necessary to reach individuals who have attended CBP's leadership courses or individuals who will not attend another course for several years.

- **Fifth Recommendation:** Include CBP's National Clinical Director(s) (Ph.D.) in course development discussions and training recommendations. The National Clinical Director can serve as a subject matter expert and make recommendations to OTD and serve as training evaluator.

### **Conclusion**

The mental state of a leader is extremely important because leaders are primarily responsible for the successful implementation of a strategic plan. A strategy can be undermined if a leader fails to properly pursue an attainable objective that compliments the overall grand strategy. If a leader has a mental deficiency, the strategic assessment process will most likely be affected. Why is being an emotionally intelligent non-toxic leader important? Because an emotionally intelligent leader will "...inspire, arouse passion, and enthusiasm, and keep people motivated and committed."<sup>78</sup> A non-toxic leader will inspire and foster trust. Change is possible, and I argue that through self-awareness and training, junior and senior leaders within US Customs and Border Protection can learn to perceive, understand, and manage their emotions.<sup>79</sup> A focus on addressing the emotional intelligence questions in the FEVS can lead to positive change within US Customs and Border Protection and a more productive workforce.

## Notes

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<sup>1</sup> Connelly, Owen. *Blundering to Glory: Napoleon's Military Campaigns*. 3rd ed. Lanham, Md: Rowman & Littlefield, 2006, 234.

<sup>2</sup> Bartholomees, J. Boone, and Army War College (U.S.), eds. *The U.S. Army War College Guide to National Security Issues*. 4th ed. Carlisle, PA: Strategic Studies Institute, U.S. Army War College, 2010, 49. "Ends (objectives) explain "what" is to be accomplished...Ends are expressed with verbs (i.e., deter war, promote regional stability, destroy Iraqi armed forces). Ways (strategic concepts/courses of action) explain "how" the ends are to be accomplished by the employment of resources...Since ways convey action they often have a verb, but ways are statements of "how," not "what" in relation to the objective of a strategy...Means (resources) explain what specific resources are to be used in applying the concepts to accomplish the objectives and use no verb. Means can be tangible or intangible...Risk explains the gap between what is to be achieved and the concepts and resources available to achieve the objective...The strategist seeks to minimize this risk through his development of the strategy—the balance of ends, ways, and means.

<sup>3</sup> US Customs and Border Protection (CBP) Public Affairs Training is initially provided for new (non-supervisory and supervisory) public affairs officers. Additionally, public affairs training is provided to supervisory personnel that are identified as official CBP spokespersons. Senior leaders receive additional training via private contractors.

<sup>4</sup> Browning, James W. *Leading At the Strategic Level In an Uncertain World*. Dwight D. Eisenhower School for national Security and Resource Strategy National Defense University, 2013, 101.

<sup>5</sup> Ibid, 101.

<sup>6</sup> "Machismo | an Attitude, Quality, or Way of Behaving That Agrees with Traditional Ideas about Men Being Very Strong and Aggressive." Accessed September 28, 2015. <http://www.merriam-webster.com/dictionary/machismo>.

<sup>7</sup> McFarland, Walter, and Susan Goldsworthy. *Choosing Change: How Leaders and Organizations Drive Results One Person at a Time*. New York: McGraw-Hill Education, 2014, 1-3.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid, 2.

<sup>11</sup> Doty, Joe, and Jeff Fenlason. "Narcissism and Toxic Leaders." DTIC Document, 2013. <http://oai.dtic.mil/oai/oai?verb=getRecord&metadataPrefix=html&identifier=ADA576059>.

<sup>12</sup> Director for Operational Plans and Joint Force Development, I. "Joint Publication (JP) 5-0, Joint Operation Planning." Department of Defense, 2011. [https://doctrine.af.mil/Docs/du\\_12\\_06.pdf](https://doctrine.af.mil/Docs/du_12_06.pdf), I-5.

<sup>13</sup> Ibid.

<sup>14</sup> Nowack, Kenneth M. "Emotional\_Intelligence\_\_defining and Understanding the Fad," September 26, 2015. [http://callisto10.ggimg.com/imgsrv/FastPDF/UBER1/RangeFetch=contentSet=UBER1=prefix=P I-0MNT-2012-AUG00-LASON-=startPage=46=suffix==npages=4=dl=Emotional\\_Intelligence\\_\\_defini=PDF.pdf?dl=Emotional\\_Intelligence\\_\\_defini.PDF](http://callisto10.ggimg.com/imgsrv/FastPDF/UBER1/RangeFetch=contentSet=UBER1=prefix=P I-0MNT-2012-AUG00-LASON-=startPage=46=suffix==npages=4=dl=Emotional_Intelligence__defini=PDF.pdf?dl=Emotional_Intelligence__defini.PDF).



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- <sup>15</sup> Ibid.
- <sup>16</sup> Ibid.
- <sup>17</sup> Goleman, Daniel, Richard E. Boyatzis, and Annie McKee. *Primal Leadership: Unleashing the Power of Emotional Intelligence*. Tenth anniversary edition. Boston, Massachusetts: Harvard Business Review Press, 2013, 39.
- <sup>18</sup> American Psychiatric Association. *Diagnostic Criteria from DSM-IV-TR*, 294.
- <sup>19</sup> American Psychiatric Association, and American Psychiatric Association, eds. *Diagnostic and Statistical Manual of Mental Disorders: DSM-5*. 5th ed. Washington, D.C: American Psychiatric Association, 2013, 669-670.
- <sup>20</sup> "Confidence | Definition of Confidence by Merriam-Webster." Accessed September 30, 2015. <http://www.merriam-webster.com/dictionary/confidence>.
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- <sup>22</sup> Ibid.
- <sup>23</sup> Browning, *Leading At the Strategic Level In an Uncertain World*, 102-103.
- <sup>24</sup> Nowack, Kenneth M. "Emotional\_Intelligence\_\_defining and Understanding the Fad," September 26, 2015. [http://callisto10.ggimg.com/imgsrv/FastPDF/UBER1/RangeFetch=contentSet=UBER1=prefix=P I-0MNT-2012-AUG00-LASON-=startPage=46=suffix==npages=4=dl=Emotional\\_Intelligence\\_\\_defini=PDF.pdf?dl=Emotional\\_Intelligence\\_\\_defini.PDF](http://callisto10.ggimg.com/imgsrv/FastPDF/UBER1/RangeFetch=contentSet=UBER1=prefix=P I-0MNT-2012-AUG00-LASON-=startPage=46=suffix==npages=4=dl=Emotional_Intelligence__defini=PDF.pdf?dl=Emotional_Intelligence__defini.PDF).
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- <sup>26</sup> Ibid.
- <sup>27</sup> Nowack, "Emotional\_Intelligence\_\_defining and Understanding the Fad," 62.
- <sup>28</sup> Ibid.
- <sup>29</sup> Ibid.
- <sup>30</sup> Ibid.
- <sup>31</sup> Nowack, Kenneth M. "Emotional\_Intelligence\_\_defining and Understanding the Fad," September 26, 2015, 62., Peter Salovey and John D. Mayer. "Emotional Intelligence." Baywood Publishing, Co., Inc., 1990., Petrides, K. V., Ria Pita, and Flora Kokkinaki. "The Location of Trait Emotional Intelligence in Personality Factor Space." *British Journal of Psychology* 98, no. 2 (May 2007): 273–89. doi:10.1348/000712606X120618.
- <sup>32</sup> Goleman, Boyatzis, and McKee, *Primal Leadership*, 39.
- <sup>33</sup> Browning, *Leading At the Strategic Level In an Uncertain World*, 102.
- <sup>34</sup> Nowack, "Emotional\_Intelligence\_\_defining and Understanding the Fad," 62.
- <sup>35</sup> Ibid.
- <sup>36</sup> Brice, Raoul. *The Riddle of Napoleon*. New York: G.P. Putnam's Sons Van Rees Press, 1937, 70.
- <sup>37</sup> Doty, and Fenlason, "Narcissism and Toxic Leaders."
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<sup>41</sup> Connelly, *Blundering to Glory*, 234.

<sup>42</sup> Brice, *The Riddle of Napoleon*, 70.

<sup>43</sup> Doty, and Fenlason, "Narcissism and Toxic Leaders."

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<sup>50</sup> Ibid.

<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

<sup>53</sup> Ibid.

<sup>54</sup> US Office of Personnel Management. "2006-2014 CBP FEVS Results Comparative Analysis - CBP Survey Results 2006-2014.pdf," n.d.

<sup>55</sup> Kerlikowske, R. Gil. "Commissioner's Message: Federal Employee Viewpoint Survey Results." *CBPnet*, October 20, 2015. <http://cbpnet.cbp.dhs.gov/OC/Pages/c-1msg-fevs2015.aspx>.

<sup>56</sup> Ibid.

<sup>57</sup> Browning, James W. *Leading At the Strategic Level In an Uncertain World*, 102.

<sup>58</sup> Covey, and Merrill. *The Speed of Trust*, 1.

<sup>59</sup> Ibid, 36.

<sup>60</sup> Kamena, Gene. "Self-Assessment and Your Right to Lead: A Leadership Primer," June 16, 2015, 3.

<sup>61</sup> Ibid.

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<sup>63</sup> "...Ends (*objectives*) explain "what" is to be accomplished. Ends are objectives that if accomplished create, or contribute to, the achievement of the desired end state at the level of strategy being analyzed and, ultimately, serve national interests. Ends are expressed with verbs (i.e., deter war, promote regional stability, destroy Iraqi armed forces)..." Bartholomees, J. Boone, and Army War College (U.S.), eds. *The U.S. Army War College Guide to National Security Issues*. 4th ed. Carlisle, PA: Strategic Studies Institute, U.S. Army War College, 2010, 49.

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<sup>65</sup> Ibid.

<sup>66</sup> Ibid, 10.

<sup>67</sup> Ibid.

<sup>68</sup> Pivitol Practices Consulting LLC. "CBP Leadership Curricula Review Report Findings and Recommendations." Pivitol Practices Consulting LLC, April 30, 2015, iii.

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<sup>69</sup> Ibid, 61.

<sup>70</sup> Ibid, 34.

<sup>71</sup> Ibid, 61.

<sup>72</sup> Ibid, 28.

<sup>73</sup> Ibid, 62.

<sup>74</sup> Ibid, 34.

<sup>75</sup> Ibid, 35.

<sup>76</sup> University of Maryland and US Customs and Border Protection. "CBP-LI Curriculum .pdf," n.d.

<sup>77</sup> Pivotal Practices Consulting LLC. "CBP Leadership Curricula Review Report Findings and Recommendations.", 14.

<sup>78</sup> Goleman, Boyatzis, and McKee, *Primal Leadership*, x.

<sup>79</sup> Nowack, "Emotional\_Intelligence\_\_defining and Understanding the Fad," 62.



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